

Notes on Adult Education Student Goals

Primary Goal – Improve Basic Skills

Please remember that an achieved goal/outcome counts only if it is documented as follows:

- ✓ marked as a “reason or goal for attending” on *Learner Registration Information Form*
- ✓ marked as progress/achievement on *Learner Exit Form* (or on follow-up survey)
- ✓ entered in i-STAR as both above (if applicable)

It is very important that goals are marked accurately and realistically on each student’s *Learner Information Form* and that any changes in goals are communicated to data entry staff.

Achievement (per NRS/IDOE guidelines)	Student moves up a level in a/the subject that determined entry level 1. completed a level = a post-test score is in a level above the student’s entry level and the student exits immediately after testing 2. completed a level and advanced one or more levels = a post-test score is in a level above the student’s entry level and the student continues attending class after testing
Assessment	Post-testing any time during contract/school year
Documentation of Achievement	Mark student’s progress level on the <i>Learner Exit Form</i> when a student completes a level, or completes and advances a level, even if the student is not exiting yet. When a student completes a level, or completes and advances a level, turn in a copy of the student’s <i>Test Record Form</i> with an up arrow drawn on the form to alert data entry staff.
Important Notes	Almost all ABE/GED and ESL students should mark “improve basic skills” as a goal. ESL and Civics classes must use only CASAS tests for intake and post-testing (applies to comprehensive programs).

Notes on Adult Education Student Goals

Primary Goal – Enter Employment

Please remember that an achieved goal/outcome counts only if it is documented as follows:

- ✓ marked as a “reason or goal for attending” on *Learner Registration Information Form*
- ✓ marked as progress/achievement on *Learner Exit Form* (or on follow-up survey)
- ✓ entered in i-STAR as both above (if applicable)
- ✓ student exits the program

It is very important that goals are marked accurately and realistically on each student’s *Learner Information Form* and that any changes in goals are communicated to data entry staff.

Achievement (per NRS/IDOE guidelines)	Student gets a job (part-time or full-time paying job, or unpaid job working 15 or more hours/week in a self-run or family business)
Assessment	In-class questioning any time during the school year when student is attending (or by follow-up survey after student exits)
Documentation of Achievement	Mark “entered employment” on the <i>Learner Exit Form</i> , even if the student is not exiting yet. If possible, also write the approximate date that the student entered employment on the <i>Learner Exit Form</i> . This goal is not counted until the first quarter after the student exits.
Important Notes	“Unemployed and looking for work” should be checked on <i>Learner Registration Information Form</i> under Employment Status if ‘enter employment’ is marked as a goal.

Notes on Adult Education Student Goals

Primary Goal – Retain Employment

Please remember that an achieved goal/outcome counts only if it is documented as follows:

- ✓ marked as a “reason or goal for attending” on *Learner Registration Information Form*
- ✓ marked as progress/achievement on *Learner Exit Form* (or on follow-up survey)
- ✓ entered in i-STAR as both above (if applicable)
- ✓ student exits prior to January 1.

It is very important that goals are marked accurately and realistically on each student’s *Learner Information Form* and that any changes in goals are communicated to data entry staff.

Achievement (per NRS/IDOE guidelines)	Student remains employed in third quarter after exit quarter (six to nine months after exiting program)
Assessment	“Retained employment” is assessed by follow-up survey after student exits.
Documentation of Achievement	Do not mark “retained employment” as an achieved goal on exit form when exiting student from class. This information is not collected until the third quarter after exit.
Important Notes	<p>“Employed” is usually marked under Employment Status on <i>Learner Registration Information Form</i> when “retain employment” is marked as a goal.</p> <p>“Retain employment” should only be marked as a goal for students entering classes July – December.</p> <p>In the new calendar year, if you have a student who marked “retain employment” as a goal and she/he returns to class, remove this goal from the <i>Learner Registration Information Form</i> and turn in a copy to data entry staff. If you are exiting a student who has not returned to class in the new calendar year, please put a December exit date (or earlier, if applicable) on the <i>Learner Exit Form</i>.</p> <p>Students who exit after December 31 cannot achieve “retained employment” as a goal.</p>

Notes on Adult Education Student Goals

Primary Goal – Obtain a high school or GED diploma

Please remember that an achieved goal/outcome counts only if it is documented as follows:

- ✓ marked as a “reason or goal for attending” on *Learner Registration Information Form*
- ✓ marked as progress/achievement on *Learner Exit Form* (or on follow-up survey)
- ✓ entered in i-STAR as both above (if applicable)
- ✓ student exits

It is very important that goals are marked accurately and realistically on each student’s *Learner Information Form* and that any changes in goals are communicated to data entry staff.

Achievement (per NRS/IDOE guidelines)	Student passes GED or obtains high school diploma through adult secondary credit
Assessment	In-class questioning any time during the school year when student is attending (or by follow-up survey after student exits)
Documentation of Achievement	Mark “obtained a high school or GED diploma” on <i>Learner Exit Form</i> – remember to record the month and year received. This goal is reported upon student’s exit. Place copy of GED diploma in student’s folder, if possible.
Important Notes	Unless an ESL student has specific plans to take the GED test, “obtain a high school or GED diploma” should not be marked as a goal for ESL students.

Notes on Adult Education Student Goals

Primary Goal – Placed in postsecondary education or job training

Please remember that an achieved goal/outcome counts only if it is documented as follows:

- ✓ marked as a “reason or goal for attending” on *Learner Registration Information Form*
- ✓ marked as progress/achievement on *Learner Exit Form* (or on follow-up survey)
- ✓ entered in i-STAR as both above (if applicable)
- ✓ student exits

It is very important that goals are marked accurately and realistically on each student’s *Learner Information Form* and that any changes in goals are communicated to data entry staff.

Achievement (per NRS/IDOE guidelines)	Student enrolls in postsecondary education and/or student enrolls in job training program (that student hasn’t already participated in)
Assessment	In-class questioning any time during the school year when student is attending (or by follow-up survey after student exits)
Documentation of Achievement	Mark “placed in postsecondary education or job training” on <i>Learner Exit Form</i> . This goal is reported upon student’s exit.
Important Notes	In general, job training programs or classes that lead to certification, apprenticeships, or licenses can count as ‘entered job training’.

Notes on Adult Education Student Goals

Secondary Goal – Achieve work-based project goal

Please remember that an achieved goal/outcome counts only if it is documented as follows:

- ✓ marked as a “reason or goal for attending” on *Learner Registration Information Form*
- ✓ marked as progress/achievement on *Learner Exit Form* (or on follow-up survey)
- ✓ entered in i-STAR as both above (if applicable)

It is very important that goals are marked accurately and realistically on each student’s *Learner Information Form* and that any changes in goals are communicated to data entry staff.

Achievement (Per NRS/IDOE guidelines)	Student acquires the skills taught in a short-term (12-30 hours) learning course designed to teach specific work-based skills
Assessment	This goal not applicable in all programs
Documentation of Achievement	This goal not applicable in all programs
Important Notes	

Notes on Adult Education Student Goals

Secondary Goal – Leave public assistance

Please remember that an achieved goal/outcome counts only if it is documented as follows:

- ✓ marked as a “reason or goal for attending” on *Learner Registration Information Form*
- ✓ marked as progress/achievement on *Learner Exit Form* (or on follow-up survey)
- ✓ entered in i-STAR as both above (if applicable)

It is very important that goals are marked accurately and realistically on each student’s *Learner Information Form* and that any changes in goals are communicated to data entry staff.

Achievement (Per NRS/IDOE guidelines)	Temporary Aid to Needy Families (TANF) grant or food stamps are reduced or eliminated due to employment or increased income
Assessment	In-class questioning any time during the school year when student is attending (or by follow-up survey after student exits)
Documentation of Achievement	Mark “left public assistance” on the <i>Learner Exit Form</i> , even if the student is not exiting yet.
Important Notes	If “leave public assistance” is marked as a goal, then “low income” must also be marked on <i>Learner Registration Information Form</i> .

Notes on Adult Education Student Goals

Secondary Goal – Achieve citizenship skills

Please remember that an achieved goal/outcome counts only if it is documented as follows:

- ✓ marked as a “reason or goal for attending” on *Learner Registration Information Form*
- ✓ marked as progress/achievement on *Learner Exit Form* (or on follow-up survey)
- ✓ entered in i-STAR as both above (if applicable)

It is very important that goals are marked accurately and realistically on each student’s *Learner Information Form* and that any changes in goals are communicated to data entry staff.

Achievement (Per NRS/IDOE guidelines)	Student attains the skills needed to pass the U.S. citizenship exam through a state approved test that measures relevant skill areas
Assessment	<p>Practice citizenship exams in class anytime during the school year or in-class questioning regarding attainment of citizenship (or by follow-up survey regarding citizenship after student exits)</p> <p>Until further notice, a score of 75% on one of the following tests can be used to claim “achieved citizenship skills”:</p> <ul style="list-style-type: none">• CASAS – publishes two citizenship exams• BCIS (formerly INS) practice exams - download from web site www.immigration.gov/graphics/services/natz/require.htm
Documentation of Achievement	<p>Mark “achieved citizenship skills” on the <i>Learner Exit Form</i>, even if the student is not exiting yet.</p> <p>Place practice exam in folder.</p>
Important Notes	<p>“Achieve citizenship skills” should not be marked as a goal for the following students:</p> <ul style="list-style-type: none">• U.S. citizens – see <i>Learner Registration Information Form</i>• Students attending ABE or ESL classes that do not cover civics or citizenship <p>Currently, a student does not have to pass the actual citizenship exam to “achieve citizenship skills”.</p>

Notes on Adult Education Student Goals

Secondary Goal – Increase involvement in children’s education

Please remember that an achieved goal/outcome counts only if it is documented as follows:

- ✓ marked as a “reason or goal for attending” on *Learner Registration Information Form*
- ✓ marked as progress/achievement on *Learner Exit Form* (or on follow-up survey)
- ✓ entered in i-STAR as both above (if applicable)

It is very important that goals are marked accurately and realistically on each student’s *Learner Information Form* and that any changes in goals are communicated to data entry staff.

Achievement (per NRS/IDOE guidelines)	Student increases involvement in the education of dependent children under his or her care, including the following: <ul style="list-style-type: none">• helping children more frequently with their school work• increased contact with children’s teachers to discuss children’s education• more involvement in children’s school, such as by attending school activities and parent meetings, and volunteering to work on school projects
Assessment	In-class questioning any time during the school year when student is attending (or by follow-up survey after student exits)
Documentation of Achievement	Mark “increased involvement in children’s education” on the <i>Learner Exit Form</i> , even if the student is not exiting yet.
Important Notes	“Increase involvement in children’s education” applies to grandchildren, nieces/nephews, and other children in student’s household and/or care.

Notes on Adult Education Student Goals

Secondary Goal – Increase involvement in children’s literacy activities

Please remember that an achieved goal/outcome counts only if it is documented as follows:

- ✓ marked as a “reason or goal for attending” on *Learner Registration Information Form*
- ✓ marked as progress/achievement on *Learner Exit Form* (or on follow-up survey)
- ✓ entered in i-STAR as both above (if applicable)

It is very important that goals are marked accurately and realistically on each student’s *Learner Information Form* and that any changes in goals are communicated to data entry staff.

Achievement (per NRS/IDOE guidelines)	Student increases involvement in the literacy related activities of dependent children under his or her care, including the following: <ul style="list-style-type: none">• reading to children• visiting a library• purchasing books or magazines for children
Assessment	In-class questioning any time during the school year when student is attending (or by follow-up survey after student exits)
Documentation of Achievement	Mark “increased involvement in children’s literacy activities” on the <i>Learner Exit Form</i> , even if the student is not exiting yet.
Important Notes	“Increase involvement in children’s literacy activities” applies to grandchildren, nieces/nephews, and other children in student’s household and/or care.

Notes on Adult Education Student Goals

Secondary Goal – Vote or register to vote

Please remember that an achieved goal/outcome counts only if it is documented as follows:

- ✓ marked as a “reason or goal for attending” on *Learner Registration Information Form*
- ✓ marked as progress/achievement on *Learner Exit Form* (or on follow-up survey)
- ✓ entered in i-STAR as both above (if applicable)

It is very important that goals are marked accurately and realistically on each student’s *Learner Information Form* and that any changes in goals are communicated to data entry staff.

Achievement (per NRS/IDOE guidelines)	Student registers to vote or votes for the first time
Assessment	In-class questioning any time during the school year when student is attending (or by follow-up survey after student exits)
Documentation of Achievement	Mark “voted or registered to vote” on the <i>Learner Exit Form</i> , even if the student is not exiting yet.
Important Notes	Students who do not mark “U.S. citizen” on <i>Learner Registration Information Form</i> should not mark “vote or register to vote” as a goal, unless they will become a citizen and vote or register to vote.

Notes on Adult Education Student Goals

Secondary Goal – Increase involvement in community activities

Please remember that an achieved goal/outcome counts only if it is documented as follows:

- ✓ marked as a “reason or goal for attending” on *Learner Registration Information Form*
- ✓ marked as progress/achievement on *Learner Exit Form* (or on follow-up survey)
- ✓ entered in i-STAR as both above (if applicable)

It is very important that goals are marked accurately and realistically on each student’s *Learner Information Form* and that any changes in goals are communicated to data entry staff.

Achievement (per NRS/IDOE guidelines)	Student increases involvement in community activities, including the following: <ul style="list-style-type: none">• attending or organizing meetings of neighborhood, community, or political organizations• volunteering to work for such organizations• contributing to the support of such organizations• volunteering to work on community improvement activities
Assessment	In-class questioning any time during the school year when student is attending (or by follow-up survey after student exits)
Documentation of Achievement	Mark “increased involvement in community activities” on the <i>Learner Exit Form</i> , even if the student is not exiting yet.
Important Notes	